**Name:** Victoria Guan **Date:** 11/06/15 **Grades:** K-1 **Subject:** First Grade ICT

**Group Size:** 20-25 Students **Time:** 45 minutes   
  
**Lesson Topic:** Recycling

Lesson Objective: Students will be able to identify and sort recyclable items. Students will also create an object with the items that they recycled.

**Standards**:   
NYS Science Standard 4: 7.1c. Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.

CCSS.ELA-LITERACY.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**Materials:**   
  
3 Blue Recycle Bins   
Variety of Paper (Cardboard, cereal boxes, etc)   
Variety of Plastic (bottles, containers, etc.)  
Variety of Glass (very small jars)   
Crayons   
Markers   
Worksheet   
Pencil

Computer & Smartboard to view video: Sid the Science Kid: Recycling   
<http://pbskids.org/video/?category=Science&pid=TUmOlfBGfkzTqaVD_U0nEZf_XnkKyjkV>  
Picture of Lunch Room

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**Content Vocabulary:**   
Recycling: Making something new out of something old

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**Background Knowledge:**   
  
Show students a picture of the lunch room on the Smartboard. Students can identify all the different objects they see.  
*Student T&T*   
1. Play I spy. “I spy with my little eyes something big and blue, we use these every day at lunch.”   
Student will generate the answer- 3 blue bins that we throw our garbage out when we’re done eating.   
2. **“Why are there 3 blue bins for us to throw our lunch when we’re done eating?”**  
Show a picture of the 3 bins and have students look if they see anything?   
Student generate answer- there is a white arrow and circle symbol on the middle of each bin  
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**Teach:**  
  
1. Explain to students that they are **Recycling bins**.   
2. Ask: What is Recycling? Have you seen this or done it before?   
3. Define, Write on Board, Have students repeat: **Recycling- making something new out of something old.**   
4. Explain: There are 3 recycling bins, each one is for a specific item.   
5. Show video: Sid the Science Kid: Recycling   
6. Show students a variety of objects on a tray (glass, cardboard and plastic) ask student what they notice. **There is a recycling bin for glass, plastic and paper.**  
7. Touch & Pass, using your 5 senses what do you notice about each item- students generate responses about glass, paper and plastic.   
8. Play Recycle Relay  
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**Recycle Relay**   
  
1. Divide class into 3 teams, each team forms a line. At the front of one line there are 3 blue bins that have pictures/item labeled on the outside (paper, plastic, and glass). At the other end of the line, is a bin with the assorted items that they have to sort.   
2. The start of the line is with the person next to the assorted items. Each person must pass the item any way they want (over their head, on the side, under pass) and say which bin it belongs to. Once, it gets to the front, the student places it in the correct bin.   
3. The game is over once the first team places all of their items in the correct bins.   
  
**Differentiation:**Students that are high (1-2 student from each team)– will facilitate the 3 teams to make sure they place it in the right bin standing in front of the 3 bins  
  
Students that need the extra support will have access to visuals that have the pictures of the objects under the right bin. The actual item will be attached on the bin for kinesthetic guidance.   
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**Creation Station**   
  
Students will be given a tray with assorted items per table. Students will work together to create something using all the recycled items. Students will discuss with their table members, sketch the creation and put it together. Students will present their recycled creation.   
  
Worksheet will include:   
1. Write the definition of Recycle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2. Sketch/color your creation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **Illustration(s)** | Illustration of creation is clear, detailed and includes labels & captions like a scientist. | Illustration of creation is clear, detailed and includes labels. | Illustration of creation is somewhat clear, and includes some labels. | Illustration is not clear and does not have labels. |
| **Writing** Sentences:  What was created?  What items were used? How it was created? What will it be used for? | Wrote **All**  sentences describing their creation. | Wrote 3 sentence about what they created. | Wrote 2 sentence about what they created. | Wrote 1 sentence about what they created. |
| **Participation  (Recycle Relay)** | Accurately identified all items to the correct bin. | Accurately identified 4-5 items to the correct bin. | Accurately identified 2-3 items to the correct bin | Accurately identified 1 item to the correct bin |

3. Explain what your creation is & can do:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
**Differentiation**: Students wil have specific worksheets that have sentence starters.   
“The creative object I created is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I used\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This object can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”  
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**Share**

Students will present to their class what their table group created by showing sketches & the actual object.   
  
*Student Turn & Talk Question*:   
**“Why is Recycling so important?”**   
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**Homework:** A Cut & Paste Sort of Recyclable items   
 **Extension:** Making posters for the lunch room to remind all students to recycle their lunch items in the right bin.   
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 **Rubric:**